

The Mad Hatter

A Douglas College Newsletter

September 11, 1987

FREE NOON CONCERTS - Noon at New West

Pack your lunch and come along for the perfect noon-hour break. Douglas College once again offers the popular Noon at New West concert series, free to all who enjoy a little music as they munch.

The series opens September 17th with a performance by the Douglas College Brass Quintet. On September 24th, Noon at New West presents Canadian pianist Francine Kay, 1985 recipient of the prestigious St. Lawrence Award. October 1st, features UBC Chamber Players with Gerald Stannick directing Bach's Brandenburg Concerto No. 5. And on October 8th, Noon at New West takes a great leap forward with Current Figures, a synthesizer data band featuring Ed Dolinski and Douglas College alumnus, Bob Caldwell.

Pianist Eckart Seeber who has been exciting international audiences with his neoclassical compositions and improvisations performs October 29th. And on November 5th, accompanied by pianist, Henry Waack, baritone Temple Sinclair and tenor Arthur Wiebe sing solos and duets ranging from operatic arias to black spirituals and Broadway classics.

The jazz quintet Search, featuring Ian McDougall, will bring this free noon hour concert series to a swinging close on December 10th.

COMPOSERS IN THE MORNING

The appreciation of classical music can often be enhanced by an understanding of the background to its literature and composers. With this idea in mind, Douglas College and the New Westminster Public Library

are co-sponsoring a small series of morning lectures designed to enlighten as well as entertain music lovers.

Well known Canadian composer, Ann Southam starts off the series on September 10th, with a talk about her new work, "Quintet", to be performed later in the month by the Purcell String Quartet, together with guest pianist Robert Rogers, as part of the Music in the Morning series.

On September 24th, June Goldsmith, M.A., Artistic Director of "Music in the Morning" talks about Schubert's short life and his music, with piano and song illustrations.

Kevin Barrington-Foote, M.A., of the Douglas College Music Faculty ends off the series with a talk on Mozart's creative process, arguing that Mozart may have given more thought to his compositions than heretofore recognized.

All lecture demonstrations are to be held in the Auditorium of the New Westminster Public Library on Thursday mornings from 10:30 to

11:30 a.m. This music appreciation series is offered at no cost. Everyone is welcome. For further information contact Douglas College Community Programs and Services at 520-5473.

REGISTRATION SUCCESSFUL

Another successful registration is behind us, and a new semester has just begun. On behalf of the entire administration, thank you for your effort and enthusiasm during the September 1-3 registration process.

While not all of the data is in yet, it looks as if our numbers are very good. Although we had to turn away some students, they all left knowing that Douglas College cared about them.

Again, thank you for all your hard work. Best wishes for a rewarding semester.

Gordon Gilgan, Acting President

IN THE HAT

- One Tough Mother
- Announcing...
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- In Memory
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ONE TOUGH MOTHER

She was on the bottom of the list to adopt a child in B.C.

Now Sheila Paige is on top is the world with three children of her own from Guatemala.

"For the most part it's wonderful," the good-humored single mother says of her six-year old daughter and two year-old twins.

Paige, 43, who now heads the foreign adoptions committee for a non-profit adoption agency, once doubted she'd ever get a shot at motherhood.

The Douglas College teacher was single and nearing 40 when she applied to the Social Services Ministry.

Couples normally must be legally married and under 40 to qualify.

"The only reason they would even consider me was that I wanted a special-needs child," she says.

But Paige got tired of waiting. Three years ago she decided to take matters into her own hands. "I got on a plane and went to Guatemala. I went to work at an orphanage as a volunteer."

Two months later she met Jennifer, then three years old, orphaned and badly in need of a mom.

"They were afraid she would just give up and die," she recalls.

Within months, Paige was home in Port Coquitlam with her daughter.

Just over a year ago she learned that a poverty-stricken mother was offering her 10-month-old twins for

adoption. Paige went back to Guatemala and returned with her new son Matthew and daughter Maya.

But she and other experts on foreign adoptions warn that adopting a child from a Third World nation isn't the answer for everyone.

"These children are classified as special-needs," said Derry Lubell, a social worker who interviews couples interested in a foreign adoption.

"The child may be older, you may have no background on the child, there could be language problems and you may have no information on what has happened to the child."

The Province - August 16, 1987

ANNOUNCING....

The new Dean of Applied Programs, Dr. John McKendry, will be joining the College November 1, 1987. Jim Sator has agreed to continue as Acting Dean of Applied Programs until October 31. From October 31 until December 31 Jim will be assigned responsibilities as Associate Dean of Applied Programs to provide advice and assistance to the Dean and to carry out staff projects for the Division and the College. As of January 1, 1988 Jim will resume his responsibilities as Director, Commerce and Business Administration.

Connie Land will continue as Acting Director, Commerce and

Business Administration until December 31, 1987.

Gordon Gilgan, Acting President

NEW DEAN OF APPLIED PROGRAMS



Douglas College's new Dean of Applied Programs is Norman John McKendry. McKendry comes to this position from Saskatchewan where he is presently the Executive Director of the University Affairs Division for the Government of Saskatchewan. He brings with him an extensive background in the Education field. Educated both in Canada and the United States, he has previously held positions in both countries. He currently lives in Regina with his wife and one daughter, Kristin. His wife, Shirley Ruth McKendry, is the director of the Provincial Daycare for the Government of Saskatchewan.

Amongst his responsibilities with the University Affairs Division are capital budgeting for universities and colleges, resource allocation, facility management, and human resources development and labour relations. Previous to that his history of employment is long and impressive. In 1963 he worked for Canadian General Electric. From there he worked for such companies as The

Continued on page three

The NEW DEAN OF APPLIED PROGRAMS

Continued from page two

Royal Bank, ARMCO-Steel Building Division, The Ontario Ministry of Community and Social Services, The University of Florida, and the Ontario Veterinary Association. He has also had extensive teaching experience at the University of Guelph in Ontario, Florida State University, and he was the head basketball coach at the Vocational Institute of Guelph.

McKendry's education also spans several years and two countries. He achieved a Bachelor of Arts Degree at the University of Guelph in 1971. He then went on to receive a Master of Science in the school of Agricultural Economics and Extension Education from the same institution. Heading south to the United States he achieved a Ph.D. in Design and Management of Post Secondary Systems at Florida State University. He returned to Canada and obtained an MBA (part-time) at Wilfred Laurier University. McKendry is fluent in English, French, Latin and Spanish.

In his professional life, McKendry has held positions on innumerable committees. Among them he has been on the Saskatchewan Universities Commission, the Board of Directors of the Ontario Veterinary Association, Interprof (a committee of Ontario self-governing professional association Presidents and Directors), the Executive Council of the Saskatchewan Association for Lifelong Learning, and he was the chairman of the Minister's Conference on Extension of Education for the Department of Continuing Education in 1981.

Currently he is a member of the inter-departmental committee for the Committee for Scientific and Technological Policy within the Department of External Affairs. It is advisory to the Committee for Scientific and Technological Policy, Organization for Economic Co-operation and Development in Paris.

He has had speaking engagements on behalf of the Minister and the Deputy Minister of Saskatchewan Advanced Education and Manpower, and, on one occasion, the premier of Saskatchewan. He has spoken before the Ontario Royal College of Physicians and Surgeons, Upper Canada Law Society, and the Canadian and American Veterinary Medical Associations.

He has recently delivered papers on such topics as "The Question of Academic Excellence in Canadian Universities," and "Enrolment, Demographics, and Participation Patterns in the Context of Financial Restraint."

Mr. McKendry takes over his position at Douglas College on November 1st.

IN MEMORY

It is with deep regret and sense of loss that I announce the passing of Robert (Bob) Piaggio who served with distinction as member and then the Chairman of the Home Support Worker Advisory Committee. Bob was well known for his accomplishments in human services. He was a champion for the undervalued members of our society. Supporting Douglas College was one of Bob's favorite hobbies. His intelligence and sense of humour will be missed, as he is.

Don McEachern

IN MEMORY

I sincerely regret to announce to the College community that Mary Fewster, former Director of Nursing, passed away on August 26.

She will be remembered by all of us who had the privilege of working with her.

If you wish, donations may be made to: B.C. Cancer Research Foundation or the Mary Fewster Memorial Nursing Scholarship c/o Douglas College.*

*Note: The establishment/naming of this memorial is under discussion - details to be announced shortly via the MAD HATTER.

Gordon Gilgan, Acting President

LIBRARIAN....

I am pleased to announce that SUSAN ASHCROFT is taking up her position as Librarian responsible for Circulation on September 1st. Her local is 2120. Joan Wenman can now be reached at local 2121.

Virginia Chisholm

RENEWAL OF CURRENT PARKING PASSES

Make your cheque for \$48.00 payable to Impark and drop off at Parking Office - P1.

TO OBTAIN A PARKING PASS FOR THE FIRST TIME

Application forms are available in Physical Plant, Level 4, South Building, Room 4800.

Students must have a minimum of 9 credits.

Students must present a valid student card and proof of paid registration.

Faculty/staff must show College I.D.

Handicapped persons must register make, model, and licence number with Physical Plant.

PARKING RATES FOR COLLEGE STUDENTS/STAFF

\$10.00 deposit on cardrol pass

\$48.00 per semester (4 months) or
\$15.00 per month or

\$1.50 per day - .25 per hour, .50 per
hour after 6:00 p.m.

Motorcycles .75 per day - no monthly
cards

HOURS OF PARKING

Gates will be closed at:

Mon - Thurs. 12:00 midnight

Fri. 10:00 p.m.

Sat. 6:00 p.m.

Sun./Holidays CLOSED

BUILDING AIR CIRCULATION - CLASSROOMS

In order to obtain the most effective use of the air circulation system in CLASSROOMS we would like to remind faculty members of the following conditions.

1. The air circulation system was designed to function best "WITH CLASSROOM DOORS CLOSED". Open doors are counter productive to the system.

2. The switch with decal "switch on for air conditioning" must be on to activate the air circulation system.

When film and overhead projectors are being used, it would be desirable to leave on the special bank of lights.

KEYING POLICY

Individuals signing out keys must present their College identification prior to receiving their key.

Faculty /staff, if you leave the College or change office you MUST SIGN KEYS BACK TO PHYSICAL PLANT FOR RE-ASSIGNMENT.

Requests for additional keys must come by memo to Physical Plant 4800 after it has been approved by your DIRECTOR or CHAIRPERSON.

Terry Leonard

WELCOME!

Welcome to the new Manager of Building Services Christopher Dean. He will be resuming the duties of Ken McCoy who retired at the end of July. Mr. Dean's local is 4811.

Terry Leonard

NEW FACULTY APPOINTMENTS

Over the past several months, several staffing changes have taken place in Student Services and Developmental Education:

Adult Basic Education

A new full-time regular position was created, effective September 1, 1987. The successful applicant was *Norma Kidd*. Norma will be working in the ABE program at Maple Ridge.

Two new Literacy instructors, *Carmen Rodriguez-Everton*, was hired for Maple Ridge and *Jan Benge*, was hired for Royal Avenue.

The temporary ABE position held by *Gillies Malnarich* at Royal Avenue has been extended for another year.

Counselling

Alena Strauss was hired on a one-year temporary contract (April 1, 1987 to March 31, 1988) to replace *Barbara Mowat* who is on a one-year leave of absence.

English as a Second Language

Jill Plumbley was the successful candidate for the newly-created full-time regular position at Royal Avenue.

Barbara Coward was the successful applicant for the newly-created full-time temporary position.

Terry Loughrey's full-time temporary position has been extended for another year.

Al Atkinson

HOUSE FOR SALE BY OWNERS

Clean and bright on a quiet street, new roof, fire place, hardwood floors, in-law suite, 2 car garage with pit, private English garden, a view of Mt. Baker, close to schools and park, skytrain within walking distance.

1623 Nanaimo Street, New Westminster (westside)

1619 square feet (two floors)
lot size: 49.5 x 108

style: Bungalow
age: 15 years Price: \$115,000

CALL EMMANUEL & AMANDA at
520-8030

BOOKSTORE HOURS

Tues. to Thurs. Sept. 8 - 10
9:30 - 7:30

Fri. Sept. 11 9:30 - 4:00

Mon. Sept. 14 9:30 - 7:30

Tues. to Fri. Sept. 15 - 18
9:30 - 4:00

HEALTH & WELFARE PACKAGE

This is a reminder to all employees who have not yet picked up their Health & Welfare Benefit Package. The Package is available through Personnel and includes important information related to your benefits. *Please claim your package soon.*

NEW SERIALS TITLES

The following are new serials titles recently added to the Libraries collection. For more information, please ask at the Library Information Desk.

AMERICAN JOURNAL OF
ORTHOPSYCHIATRY
ASHTON-TATE QUARTERLY
B.C. POLITICS AND POLICY
BIRTH: ISSUES IN PERINATAL CARE AND
EDUCATION
BRITISH COLUMBIA CURRENT ECONOMIC
INDICATORS

BUILDING DESIGN AND CONSTRUCTION
CANADIAN JOURNAL OF FISHERIES AND
AQUATIC SCIENCES

CANADIAN JOURNAL OF ZOOLOGY
CANADIAN PACIFIC ADMINISTRATION
CANADIAN SOCIAL TRENDS
CHILD CARE INFORMATION EXCHANGE
COMPUTERS IN NURSING
CRIMINAL JUSTICE ETHICS

DAY CARE AND EARLY EDUCATION
DISCRIMINATION AND THE LAW
EARTH SCIENCE

ECONOMIC REVIEW (FEDERAL RESERVE
BANK OF CLEVELAND)

ECONOMIC REVIEW (NATIONAL BANK OF
CANADA)

FUTURIST: A JOURNAL OF FORECASTS,
TRENDS AND IDEAS ABOUT THE
FUTURE

GERIATRIC NURSING

HUMAN RELATIONS

INDUSTRIAL MANAGEMENT
INTERNATIONAL JOURNAL OF EATING
DISORDERS (MICROFICHE, ONLY)

JADA, THE JOURNAL OF THE AMERICAN
DENTAL ASSOCIATION

JOURNAL OF CLINICAL CHILD
PSYCHOLOGY

JOURNAL OF NONVERBAL BEHAVIOR
JOURNAL OF PUBLIC HEALTH DENTISTRY

JOURNAL OF SEX RESEARCH
JOURNAL OF THE ASSOCIATION OF
PERSONS WITH SEVERE

HANDICAPS

JUSTICE REPORT

OE & M OFFICE EQUIPMENT AND
METHODS

OMEGA: JOURNAL OF DEATH AND DYING

POLICE CHIEF: THE PROFESSIONAL
VOICE OF LAW ENFORCEMENT

PUBLICATIONS CATALOGUE - ATOMIC
ENERGY CONTROL BOARD

QUARTERLY ECONOMIC REVIEW

QUINTESSENCE INTERNATIONAL

SEX ROLES: A JOURNAL OF RESEARCH
SMALL BUSINESS: THE MAGAZINE FOR
INDEPENDENT COMPANIES

SPARC NEWS (SOCIAL PLANNING AND
RESEARCH COUNCIL OF B.C.)

WORKLIFE (INCORPORATING IR
RESEARCH REPORTS)

WIVES' TALES STORY TELLERS

FOREIGN TERRITORY, a one-act play by Jackie Crossland, will be presented by WIVES' TALES STORY TELLERS as part of the VANCOUVER FRINGE FESTIVAL 1987, thanks to a grant from the Canada Council Explorations Programme. Performances will be at THE MAIN DANCE PLACE, 2214 Main Street, Vancouver on SEPTEMBER 11, 12, and 13 at 7:30 p.m. and SEPTEMBER 19 and 20 at 5:30 p.m.

TICKETS are \$5.00 or pay what you can at the door.

LIBRARY ORIENTATION CLASSES

Instructors are reminded that every student taking first year English or Communications will receive a general introduction to the library.

Instructors should contact Rose Toenders (Orientation Assistant, local 2108) to book a time.

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LIBRARY ORIENTATION CLASSES

Instructors in other courses who wish to arrange subject specific orientations should book with Rose or contact Mary Matthews (Orientation Librarian, local 2117). A subject specific class focuses on the subject classification areas, reference books, periodicals and indexes that students need to be familiar with in order to research term papers.

Any student who has missed out on library orientation during class time may take a tour any weekday from 1:00 - 2:00 p.m.

NEW ARRIVALS

Gili and Gary Tenant are the proud new parents of Max Bela, a brother for Zoe and Mika. Congratulations!

Debbie and Eugene Hrushowy are the proud new parents of Landry (Lanny) Jacob, a brother for Tracy. Congratulations!

JOB STRATEGIES GRANT

It is a pleasure to announce that we have received another Job Strategies grant from the federal government in the amount of \$67,000, in order to train four people as trainers of people with mental handicaps. The focus will be on vocational and independence training skills over the next year.

Congratulations to Jean Campbell for her recognized successes in this area and for her contributions to the field which, as usual, go far beyond normal expectations.

Don McEachern

EMPLOYEE
OPTIONAL LIFE
INSURANCE

Additional life insurance coverage is now available through the College benefits carrier, Great West Life. There is no longer a minimum group requirement for employees to participate.

Anyone interested in further information, including a booklet on this issue, should contact Rob Corbett in Personnel, Local 4714.

Rob Corbett, Personnel Department

EMPLOYEE I.D.
CARDS

The Personnel Department has now taken the responsibility for issuing and up-dating Employee I.D. Cards.

The following employees are entitled to Employee I.D. Cards:

Regular Faculty
Contract Faculty
Staff
Posted Auxiliaries

To obtain a new card or up-dated employee card you are required to go to the Personnel Department (Room 4700), Monday through Friday, 8:30 - 11:00 a.m. and 1:30 - 4:30 p.m.

The Student Society is responsible for taking the pictures for the I.D. cards. Their office (Room 2780) will be open:

September 8, 9, 10, 11:00 a.m. - 4:00 p.m.

September 24 8:00 a.m. - 8:00 p.m.

The Student Society will charge employees \$2.00 for pictures taken outside these set days and times.

They have also advised us there may be a delay of up to two days in processing the pictures.

Kris Remmen, Personnel Department

CAFETERIA
HOURS FOR FALL
1987

UPPER CAFETERIA

Fast Food Line:

MONDAY - THURSDAY
7:00 a.m. - 3:00 p.m.
(Grill off at 2:30 p.m.)

FRIDAY
Closed

SATURDAY
7:30 a.m. - 3:00 p.m.

LOWER CAFETERIA:

MONDAY - THURSDAY
8:00 a.m. - 3:00 p.m.

CAREER AND JOB
PREPARATION

Barb McLean has been hired to teach CJP 200 Career and Job Preparation for Adults with Hearing Impairments. Terry Dermott has been hired as a tutor/interpreter for the program. This program gives deaf adults the opportunity to explore occupational interests, participate in several work experiences and establish a career plan. The program begins on September 28 and runs through December 18. This will be the 4th year that we have offered this program.

Barb and Terry can be reached at local 2792, room 2790B in the Student Services Centre. The TTD phone number is 520-5450.

Gladys Loewen

(Ed. Note: Barb McLean is not be confused with Barbara MacLean of Public Information)

TAKE A RESPONSIBLE LOOK AT AIDS

All students, staff, faculty and administrators are encouraged to attend The Aids Symposium, on Monday, September 28, 3:00 to 5:00 p.m. in the Performance Theatre, Room 4100. Several important issues associated with AIDS will be addressed by Dr. Hilary Waas, Clinical Haematologist and Anne Beaufoy, Infection Control Nurse. Discussion topics will include:

AIDS in the workplace
Prevention and Control
Realities vs. Myths

A short film will be viewed and a question and answer period will follow. The symposium is sponsored by the Personnel Department, in cooperation with DKFA, BCGEU, the Student Society and the Other Press.

What everyone needs to know about AIDS

A Symposium: A responsible look at AIDS .

with

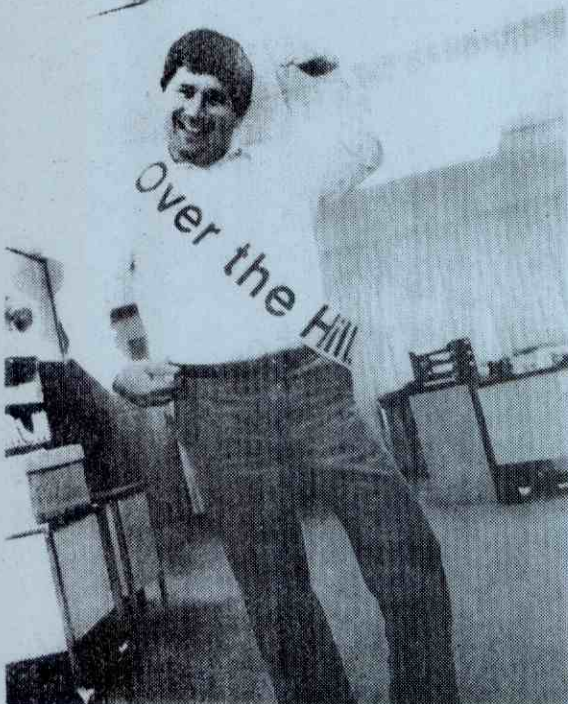
Dr. Hilary Wass
Clinical Haematology
and
Anne Beaufoy
Infection Control Nurse

Intro Film: "AIDS in the Workplace."

Date: September 28, 1987
3:00 - 5:00 p.m.
Location: Theatre
Rm: 4100

*Presented by the Personnel Department with the
Cooperation of:*

*DKFA
BCGEU
Student Society
Other Press
Counselling*



... And still smiling!

Final hours of Fall Registration



TO: Faculty and Staff

FROM: Academic Advisors and Women's Centre Coordinator

RE: CAREER PROFILES FOR WOMEN - FALL '87 SEMESTER

The Academic Advisors and the Women's Centre Coordinator in Student Services are offering a free noon-hour talk and film series for women during the Fall '87 semester. If you know of anyone who would benefit by attending please refer them to the Student Services Receptionist, Room 2700 to preregister. A description of and a schedule for the series is given below.

This series will provide an opportunity for women to learn about specific occupations. Every session will feature either a guest speaker who has established herself in her occupation or a film which focusses on women in the workplace. Each speaker will discuss the nature of her work, the opportunities she sees in her own or related fields and how she established herself. The films will raise a number of issues of importance to women in the workplace and will provide an opportunity for discussion.

Thursday, September 24th	Speaker: Sales/Marketing
Thursday, October 8th	Film: Attention: Women at Work
Thursday, October 22nd	Speaker: Journalism
Thursday, November 5th	Film: Good Monday Morning
Thursday, November 19th	Speaker: Early Childhood Education

TIME: 1200 - 1300 hours

LOCATION: The Women's Centre - Room 2720

Pre-registration is required. Phone 520-5486 or 520-5400, Local 2760 or register in person in Student Services Room 2700.

For further information call:

Marian Exmann, Local 2722
Lorraine Cotter, Local 2723
Georgina Davis, Local 2762
Amanda Harby, Local 2761
Linda Steiler, Local 2763

1987 FALL SEMESTER
GROUP ADVISING SESSIONS SCHEDULE
September 21 - 24, 1987

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

1st Year Arts - University transfer Including Major requirements and pre-entry requirements	Monday, September 21 1000 hours Room 3417 Amanda
Office Administration Certificate Programs & Office Systems & Records Management Diploma Program	Monday, September 21 1400 hours Room 2802 Lorraine
Long Term Care Aide Program (Basic and Upgrading) and Home Support Worker	Tuesday, September 22 0830 hours Room 3406 Lorraine
Nursing R.N. (Basic, Psychiatric)	Tuesday, September 22 1000 hours Room 2221 Amanda
Access Nursing Access I, II, III	Wednesday, September 23 0830 hours Room 1231 Georgina
Adult Basic Education, College Preparatory, Technology Fundamentals, English As A Second Language, General Studies, Gr. 12 equivalency/completion	Wednesday, September 23 1000 hours Room 3417 Linda
Early Childhood Education Program (Basic & Post-basic) & Child Care Counsellor Program (full-time & part-time)	Wednesday, September 23 1700 hours Room 2804 Linda
Education - Simon Fraser University University Transfer (Elem. & Sec.) B.Ed.	Thursday, September 24 0830 hours Room 1803 Georgina
Community Social Service Worker Program - full & part-time	Thursday, September 24 1400 hours Room 2219 Linda
Co-operative Education	Thursday, September 24 1700 hours Room 2804 Lorraine
Therapeutic Recreation Technician Program (full-time and part-time) & Human Service Worker - Mental Retardation Program (part-time & full-time)	Thursday, September 24 1700 hours Room 2802 Amanda

ILLEGALLY PARKED VEHICLES - MOTORCYCLES - BICYCLES

ONE WARNING TICKET, SECOND OFFENCE VEHICLE
WILL BE TOWED AWAY AT OWNERS EXPENSE

- PARKADE - Levels P1, P2, P3.
- Vehicles must be parked in designated stall.
 - Handicapped must register with Physical Plant Department. Room 4800 local 4800.

PERIMETER PARKING

AUTHORIZED ONLY - Royal Avenue Register with Physical Plant
Room 4800 local 4800.

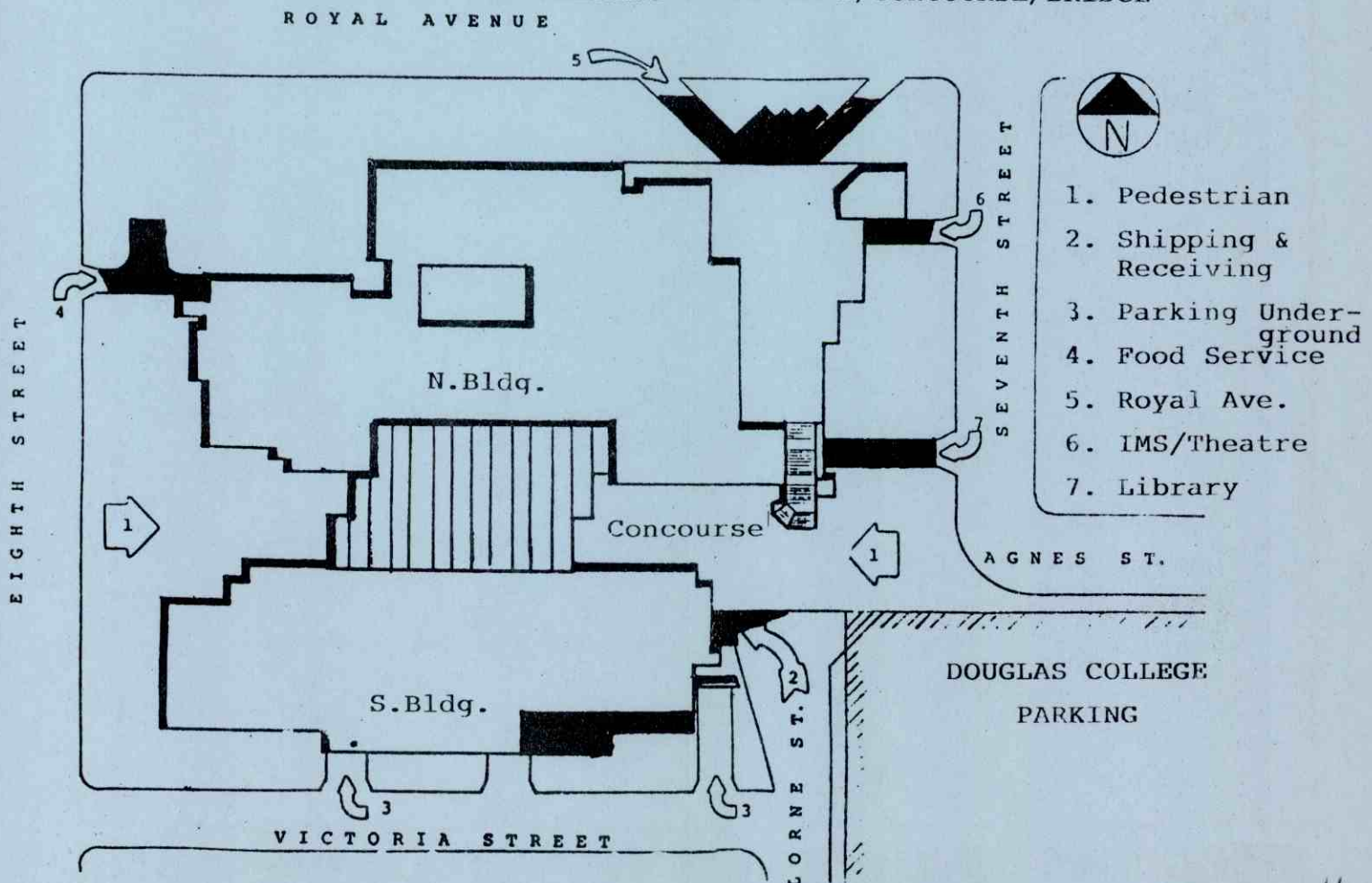
- NO PARKING - Receiving - Lorne Street
- NO PARKING - IMS/Theatre/Library - Seventh Street
- NO PARKING - Engineering Bay - Victoria Street
- NO PARKING - Food Services - Eighth Street

MOTORCYCLES - Underground & Street Parking Only

- NO PARKING ON PLAZA'S/CONCOURSE/BRIDGE

BICYCLES - Bike Racks Underground Parking &
1st LEVEL WEST PLAZA

NO PARKING ON PLAZA'S/CONCOURSE/BRIDGE



There's more to Student Assistance than just Student Loans

Student loans are the foundation of student financial assistance in British Columbia. A number of other programs to supplement these loans are also provided by government, post-secondary institutions and private sources. These programs put money directly in the hands of students with demonstrated financial need.

The basic student loan

The provincial and federal governments provide yearly loans to post-secondary students with **demonstrated financial need**. No payments or interest are due until six months after leaving school. In British Columbia both the federal and the provincial programs are administered by the B.C. government. Application forms are available from all public post-secondary institutions.

Work Study

The provincial government funds part-time employment for students who need to earn extra money. Generally these jobs are related to some type of campus service (such as the library) or to a student's field of study. This program is administered by the Financial Assistance Offices at each participating British Columbia post-secondary institution.

Adult Basic Education Student Assistance Program (ABESAP)

Direct financial assistance for students completing high school level programs at a community college.

Bursaries and Scholarships

A variety of bursaries and scholarships are administered by post-secondary institutions in British Columbia. As a rule bursaries are awarded on the basis of financial need and scholarships on the basis of achievement. Funds for these awards come from private donors, foundations, corporations, service organizations, government, and from individual universities, colleges, and institutes.

Find out more!

Contact the Financial Assistance Office at this institution or write to:
Student Assistance
c/o Parliament Buildings
Victoria, British Columbia
V8V 1X4

New programs to reduce student loan debt

Last spring three new programs to reduce student loan debt were unveiled by the British Columbia Minister of Advanced Education and Job Training, Stanley B. Hagen. These programs, which are **based on financial need**, include:

Supplemental Funds: provide direct assistance to Adult Basic Education college students preparing for post secondary training. This assistance helps reduce the level of student debt by reducing the need to borrow.

Equalization: provides direct financial assistance to students in their first year of post secondary study. This program is **targeted at those students whose financial needs are the greatest**. In August 1988 this will be extended to also include students entering second year. Like the Supplemental Fund, Equalization reduces the level of student debt by reducing the need to borrow.

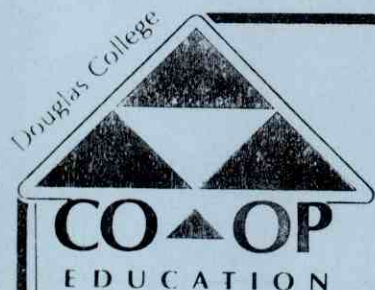
Loan Remission: reduces student loan debt of new graduates to a maximum \$12,000 regardless of the amount borrowed. This limit is raised to a total of \$16,000 after a second degree.

These new programs require students to make a personal contribution during the summer* by working, studying or volunteering in the community.

*summer or any pre-term break longer than thirty days



Ministry of Advanced Education and Job Training
"Skills for Life"
HONOURABLE STANLEY B. HAGEN, MINISTER

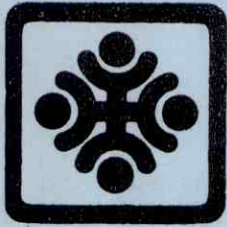


SUPPORTERS OF THE DOUGLAS COLLEGE CO-OP PROGRAM

January 1986 to August 1987

1. THE ANNEX HI-TECH MUSICAL INSTRUMENT LTD., Vancouver
2. ARTS CLUB THEATRE, Vancouver
3. B.C. CONSERVATION FOUNDATION, Langley
4. B.C. LIQUOR DISTRIBUTION BRANCH, Vancouver
5. B.C. MINISTRY OF TRANSPORTATION & HIGHWAYS, New Westminster
6. BURNABY VOLUNTEER CENTRE, Burnaby
7. CANADIAN AIRLINES INTERNATIONAL (FORMERLY C.P. AIR), Richmond
8. C.P. RAIL, Coquitlam
9. COMARK SERVICES (ASHER/BOOTLEGGER), Vancouver
10. COURT SERVICES, New Westminster
11. DAIRYLAND FOODS, Burnaby
12. DOPPLER COMPUTER SUPPLIES & ACCESSORIES, Vancouver
13. DOUGLAS CENTRE FOR ENTERPRISE DEVELOPMENT, New Westminster
14. DOUGLAS COLLEGE, New Westminster
15. ENVIRONMENT CANADA, Vancouver
16. EVANCIC, PYPER, PERRAULT, BARCLAY & DILLON (C.G.A.), Port Coquitlam
17. FIREFLEX MANUFACTURING LTD., Langley
18. HEADWORK (VOCATIONAL COUNSELLING & ASSESSMENT), Burnaby
19. HEALTH & WELFARE CANADA, Vancouver
20. JACOBSON, SODA & HOSAK (C.A.), Port Coquitlam
21. LIFE LINE SOCIETY, Burnaby
22. McLAREN & CO. (C.G.A.), New Westminster
23. NEW WESTMINSTER DETACHED YOUTH, New Westminster
24. NEW WESTMINSTER SCHOOL DISTRICT (CONTINUING EDUCATION DEPARTMENT)
25. NEXUS ENGINEERING CORP., Burnaby
26. NIKE CANADA, Coquitlam
27. O.E.M. HARDWARE INC., Surrey
28. PAR PLUS MANAGEMENT LTD., Vancouver
29. PRIDE COMPUTER DISTRIBUTION LTD., Richmond
30. REEL WEST PRODUCTIONS INC., Vancouver
31. SELECT MICRO WORLD, Burnaby
32. ST. JOE CANADA INC., Vancouver
33. SURREY COMMUNITY RESOURCE SOCIETY, Surrey
34. TRANSPORT CANADA, Vancouver
35. UNITED SHIPPLING SUPPLIES, Richmond
36. THE VANCOUVER BUSINESS REPORT, Vancouver
37. VANCOUVER-RICHMOND ASSOCIATION FOR MENTALLY HANDICAPPED PEOPLE
38. VERYL NOUCH (R.I.A.), Maple Ridge
39. WESTERN CANADIAN MINING CORPORATION, Vancouver
40. WESTMINSTER TELEVISION, New Westminster

87.07.08



Burnaby Volunteer Centre

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Telephone (604) 294-5533

August 19, 1987

Barb Franck
Cooperative Education Placement Officer
Douglas College
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New Westminster, BC
V3L 5B2

Dear Barb,

I want to thank you on behalf of the Burnaby Volunteer Centre for your unfailing attention to the students and the Burnaby Volunteer Centre's Resource Development Project this summer.

We are extremely pleased with the results of going through the Cooperative Education Program to hire students for our summer project. You, in your consultative capacity, and the attention of the advisors definitely made this a better project!

I hope we can work together again.

Sincerely,

Linda Ulliyett
Resource Development Project Coordinator

The TEACHING PROFESSOR

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Effective Course Materials

Another academic year is about to begin. True, some summer still remains, but, put bluntly, it's time to start getting psyched up for another year. We'd like to suggest a way to ease into fall, gently but profitably, by thoroughly reviewing the course materials for the courses you will teach in the fall. (Review only one course if you can't face them all yet.) Assemble everything, including syllabus, textbook, handouts, exams, your notes, supplementary readings, overhead transparencies, slides -- everything that helps you achieve the course objectives.

Never had it all together in one place and don't know why you should? Lots of reasons, none of them terribly profound, but most of them too often ignored. Course materials communicate important information about course content, policies and procedures. In addition, they speak volumes about the atmosphere of the course and the instructor's attitude. One instructor we know types in large letters on the first page of the syllabus (handed out the first day, of course) I SHOOT STUDENTS WHO COME TO CLASS LATE! We don't think he does -- but we wonder what that says to students about him.

Bringing course materials together in one place encourages instructors to see the whole course and thus understand how it all fits (or should fit) into a coherent instructional unit. It's difficult to maintain that vision on a daily basis. But having it is essential if students are to leave the course with more than isolated bits of knowledge.

Too often we include particular materials because everybody else in the department does or because the person who taught the course before proclaimed them essential. Looking at a complete set of course materials, in light of your objectives for the course, and with an understanding of the instructional strategies that suit your teaching style,

makes it easier to see what fits your course and what doesn't. Anything that is included should be there for one reason: to help meet the course's objectives.

A good set of course materials can make an instructor's job easier. Important policy decisions, like whether or not to allow make-up exams, will not need to be made in the heat of battle. Lecture outlines (not necessarily used every day) including some detailed diagrams or difficult vocabulary can help an instructor move efficiently through a complicated content segment.

Many instructors tend to believe course materials have an indefinite shelf life. But they get stale and deteriorate, much like other products, educational and otherwise. Students don't often point out these indications of staleness. They consider their position too precarious. However, their silence doesn't mean they're unaware of your neglect. If a syllabus is prepared the day before the class starts by "whiting out" spring semester dates and inserting fall's, that says something about the instructor's attitude -- especially if the whiteout shows. No, course materials need not be new every time the course is taught. A good course design and set of effective assignments almost always evolve over time. But we too often forget that evolution is a continuing process of small changes.

It doesn't matter that the evolution of your course materials has been glacial until now. Start heating things up modestly by jotting some possible revisions of course objectives on the syllabus. Try making the statement on cheating less punitive, more descriptive of the desired standards. Look critically at the overhead transparencies. Toss out that especially tattered one. Replace it with something befitting a professional with important information to convey.

Because these changes are small, you're more likely to get them done, but they're still large enough to affect how you feel about your teaching. □

Course Materials Review

A Checklist

Instructions. Sometimes it helps to look at materials with some fixed criteria in mind. This checklist offers a beginning set of guidelines. You can use it generally: Read over the items and then look at your course materials. Or, use it more precisely: Assign each item a number on a five-point scale, for example. Be forewarned though, this is a checklist, not an empirically verified instrument. So, take numerical results with a grain of salt.

Other uses? Remember that colleague you talked about your teaching with last month? Share several of your course materials with him, attach the relevant parts of the checklist and ask for some candid input. One more possibility: The editor has (and will mail to you upon request) a version of this checklist that can be completed by students. Maybe before major revision of course materials, you ought to see what the "users" think about them.

Course Syllabus

- ☐ Identifies instructional resources -- books, films, speakers
- ☐ Outlines the sequence of topics to be covered
- ☐ Describes evaluation procedures
- ☐ Includes a class or activity schedule or calendar
- ☐ Lists major assignments and due dates
- ☐ Contains information about the faculty member, i.e. name, office address, office hours, phone number
- ☐ Includes a statement or description of course objectives
- ☐ Is structured to make information clear and easily understood

Assignments (as they appear on the syllabus or elsewhere)

- ☐ Produce meaningful and challenging learning experiences
- ☐ Include a variety of activities which are responsive to varying student interests, abilities and learning styles
- ☐ Are appropriate to course objectives and content level
- ☐ Are spaced at appropriate intervals in the course
- ☐ Are challenging but not overly burdensome
- ☐ Prepare students for more complex courses in this subject area

Exams

An Ungraded Copy:

- ☐ Contains content consistent with course objectives -- in other words, the instructor is evaluating students on what she believes they ought to be able to do or know
- ☐ Contains items written so that the intent of the questions is clear and explicit
- ☐ Covers manageable amounts of material in terms of time allocated for studying it
- ☐ Requires analysis and application of content as opposed to regurgitation of details

A Graded Copy:

- ☐ Includes written comments which give some feedback about both right and wrong answers
- ☐ Presents written comments that are clear and readable
- ☐ Includes some explanation of how exam scores were calculated

Textbook(s)

- ☐ Are appropriate to course level
- ☐ Are clearly related to course objectives
- ☐ Are generally acceptable in terms of departmental standards
- ☐ Present content in a systematic and logical order so as to enhance the understanding of someone unfamiliar with the topic (Note: assess content order based on the sequence assigned in the course.)
- ☐ Present material interestingly to encourage reading

Supplementary Reading Lists

- ☐ Contain relevant and current material
- ☐ Supplement course content
- ☐ Include content that is challenging yet not inappropriately difficult
- ☐ Specify location of supplementary materials
- ☐ Include information to direct reading in terms of its relationship to course content

Lecture Outlines (provided students)

- ☐ Communicate a sense of proportion and detail that is consistent with content
- ☐ Provide enough information to assist the note-taking process without making note-taking unnecessary
- ☐ Include space for students to write additional information
- ☐ Are enhanced by lecture presentations in class

Study Questions/Review Materials

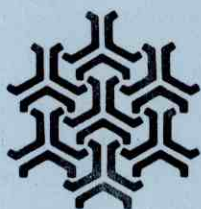
- ☐ Prepare one to perform successfully on exams
- ☐ Cover content that is covered on the exam
- ☐ Are designed so that their completion facilitates student retention and understanding
- ☐ Do not force students to focus on large quantities of material that are irrelevant to exam content
- ☐ Provide opportunity to practice problem-solving skills

Visual Materials (as in prepared slides and transparencies)

- ☐ Illustrate content enhanced by visual representation
- ☐ Are clear and "graphically" illustrate the content
- ☐ Include written elaborations that are clear and easily read
- ☐ Can be seen and read with ease everywhere in the classroom
- ☐ Contain manageable amounts of material so excessive amounts of time are not required to copy the material down

Overall Conclusions

- ☐ Compared with other course materials you have seen these are better than average
- ☐ As demonstrated by these materials, the content selected for inclusion in this course is appropriate and justifiable
- ☐ These materials communicate an appropriate level of instructor preparation and concern ☐



IMPLEMENTING A COMMUNITY COLLEGE WELLNESS PROGRAM ON A SHOESTRING

You find yourself at your college president's traditional autumn party, a rite intended to kick off the new academic year. Moving through the crowd, shaking hands, smiling, and taking an occasional sip from your drink, you eventually find yourself facing the president. He notifies you that he is appointing you to chair the school's Wellness Committee—effective the next day. You are honored and confused: honored because you've been asked to direct a significant new program at the college, but confused because you don't know why you were chosen or what a wellness committee does.

What next? The following day you begin researching the characteristics of a wellness program. You phone a colleague at another institution, who answers your plea for names, statistics, demographics, quotations, and examples of other programs. You visit the library and find out that the term *wellness* was coined in the 1950s by a Southern physician named Halbert Dunn. You learn that wellness is generally defined as "the maintenance of balance between the energy fields of the body, the mind, and the spirit as they move through a continuum of change in the energy field of our environment." You're informed that wellness has five major characteristics: (1) it is concerned with the whole person, (2) it considers human beings to be perfectible and willing to take responsibility for their own condition, (3) it is a process rather than a product, (4) it is dynamic and concerned with positive well-being instead of the mere absence of disease, and (5) it is participatory and democratic.

Despite having this new information, you convene the first meeting of the Wellness Committee with trepidation. Fortunately, however, the other members of the group turn out to be creative, motivated, and knowledgeable. Together, you decide that your activities in the year ahead will proceed according to a systematic eight-part plan:

1. Defining the purpose of the wellness program
2. Establishing short- and long-term goals and objectives
3. Deciding on a target population
4. Developing and maintaining administrative support
5. Conducting an assessment of interests and needs
6. Identifying methods of publicity
7. Acquiring financial support, facilities, and human resources
8. Executing the program and evaluating its results on an ongoing basis

Now you encounter your first big obstacle: a scarcity of money. The president tells you you have \$700 in your budget for the whole year, which isn't a lot. Immediately you realize that whatever your committee does must be as efficient and purposeful as possible to take full advantage of its limited funds. Fortunately, you have the full moral support of your administration.

The Interest Inventory

The wellness committee's first economy-minded project is to administer a written interest inventory to its first year's target population: all the school's faculty, staff, and administrators. This inventory yields a profile of how people on campus currently spend their time and of other activities they would be willing to explore. It also becomes the basis for all the subsequent plans of the Wellness Committee.

The Fall Fitness Fair

You hold a Fall Fitness Fair on the floor of the college's conference center in conjunction with numerous community health and safety organizations. The Red Cross, Society for the Prevention of Blindness, American Cancer Society, County Health Office, American Heart Association, and many other agencies set up booths at the fair with elaborate equipment and lots of free educational handouts. Their representatives discuss health issues with passers-by and conduct medical tests which would otherwise cost several times the \$10 fee charged at the fair.

The Fitness Fair drives home the point early on that employees who pay timely attention to their physical condition are apt to be happier, absent from work less frequently, and more capable of contributing to the

college than those who are less aware of the significance of wellness. Furthermore, insurance costs borne by the college are likely to be lower if employees undergo periodic medical check-ups and take part in such health-promoting activities as relaxation training, aerobics, and the like.

Release-Time Programming

After the successful Fitness Fair, your president decides to endorse a release time policy as an inducement for employees to join the wellness activities you will sponsor. Under this policy, the college releases employees from work for up to an hour and a half each week to participate in authorized activities which fit into six wellness dimensions which were first formulated at the University of Wisconsin at Stevens Point: social, occupational, spiritual, physical, intellectual, and emotional.

Your committee compiles and distributes a list of authorized wellness activities which includes workshops on stress management, parenting, assertiveness training, cardiopulmonary resuscitation, time management, holistic lifestyle, smoking cessation, loneliness, nutrition, and other similar topics; participation in swimming, aerobic dancing, jogging, canoeing, volleyball, biking, and other physical exercise; and brown bag luncheon lectures and discussions on wellness-related topics led by respected community figures who donate their time.

Almost all the authorized wellness activities your committee identifies are already funded, supplied with adequate space and equipment, and well known throughout the college community. Associating these activities with the Wellness Committee and providing release time to take part in them, therefore, lends an air of importance and respectability to participants at the same time that it contributes to the credibility of the committee itself.

Incentive Awards

Simultaneously with distributing lists of the authorized wellness activities, your committee also announces incentive awards for those who respond to its programs. With half your budget, you purchase a variety of ribbons, t-shirts, and small trophies with which to reward people for their participation in wellness events throughout the year, based on a point scale you have devised and publicized. A small prize—a cash award, plus dinner with the president of the college at a local restaurant, is offered for the best wellness logo design for your t-shirts. Attractive certificates will also be given out at the end of every semester to participants who complete four activities in any one of the five wellness dimensions, one activity from any four different dimensions, or a semester-long authorized wellness education program such as CPR.

Publicity

A third of your meager budget is set aside for publicizing events you plan to conduct throughout the year. Sign-up sheets for many of the events will need to be distributed around campus, flyers and placards should be posted strategically, notices of especially important workshops and discussions may have to be printed in the college newspaper, and videotapes can be recorded of some of the sports mini-tournaments held on campus so that participants will have an opportunity to watch their own performance. A college-wide wellness party in September of the following year may also be publicized, at which the tournament videotapes will be screened in order to generate renewed enthusiasm after the summer vacation.

Ensuring a Promising Future

Running a creditable wellness program with minimal funding is possible, but acquiring a better financial base over the long run is both practically and symbolically necessary. Expanding your target audience and the number of activities you offer will cost money. Eventually the responsibilities of your committee will multiply to the point that a totally voluntary group can no longer handle them effectively, and the time will come to lobby for a paid leadership position to coordinate the committee's broadened programs. A wellness program which starts on a shoestring can become one of the central themes of life and work at your college, something which heightens the morale and performance of everyone who partakes of its offerings.

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Suane D. Roueche, Editor
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